

Building a Comprehensive Instructional Program to Support English Language Learners

Focus Schools Conference
Crowne Plaza Hotel
Richmond, Virginia
October 8, 2015



Today's Presentation

Focuses on what educators should consider when building a comprehensive instructional program to support English language learners (ELLs).



LEA Support Challenges

ABOUT TEN YEARS AGO...

**Someone ELSE is
responsible for
the ELL students.**

LEA Support Challenges

ABOUT FIVE YEARS AGO...

The ESL teacher is
responsible for the
education of ELLs.

LEA Support Improvement

NOW...

We are ALL responsible
for supporting the
education of ELLs.

NOW...

- **ELL support is a cross-division effort:**
 - Collaboration across offices for enhanced instructional support

LEA Support Improvement

Legal Foundations for the Instruction of ELLs

Legal Provisions for Educating English Language Learners:

http://www.doe.virginia.gov/federal_programs/esea/tech_assistance_academy/2014/Legal_Provisions_for_Educating_English_Language_Learners.pdf

Compliance with Title III Requirements:

http://www.doe.virginia.gov/federal_programs/esea/title3/compliance/title3_compliance_overview.pdf

SIX steps educators should consider when building a comprehensive instructional education program to support ELLs

Step 1: Know Your Students



Available Resources

- **Spring ACCESS for ELLs Test Results**
- **ACCESS for ELLs Teacher Reports**



Additional data may be available via results of the language screener for students newly identified as ELLs.



Categories of ELLs

- LT-ELLs: Long Term ELLs
- R-ELLs: Reclassified ELLs
- M-ELLs: Migrant ELLs
- SLIFE: Students with Limited or Interrupted Formal Education
- SE-ELLs: Special Education ELLs
- Newcomers: Refugees, Immigrants
- HSN: Highly Schooled Newcomers
- Struggling Readers
- Gifted and Talented
- Homeless

Cohort IV Focus Schools

(ELL count based upon spring 2015 ACCESS for ELLs testing)

School Division	Title III Coordinator (entered in ERA)	Cohort IV	Number of ELLs (based upon spring ELP Assessment)
Albemarle County	Rusty Carlock	Red Hill Elementary	*
Augusta County	Forrest O. Burgdorf	Verona Elementary	*
Charlotte County	Sharon Hall	Bacon District Elementary	*
Frederick County	Silvia Restivo	Middletown Elementary	19
Greene County	Julie Zook	Nathanael Greene Elementary	*
Greene County	Julie Zook	Nathanael Greene Primary School	19
Halifax County	Nancy Zirkle	Clays Mill Elementary	*
Hopewell City	Janice Butterworth	Dupont Elementary	26
Isle of Wight County	Pamela Hatfield	Hardy Elementary	*
Lynchburg City	Wyllys Van Derwerker	William Bass Elementary	*

* = Number of students tested was less than 10

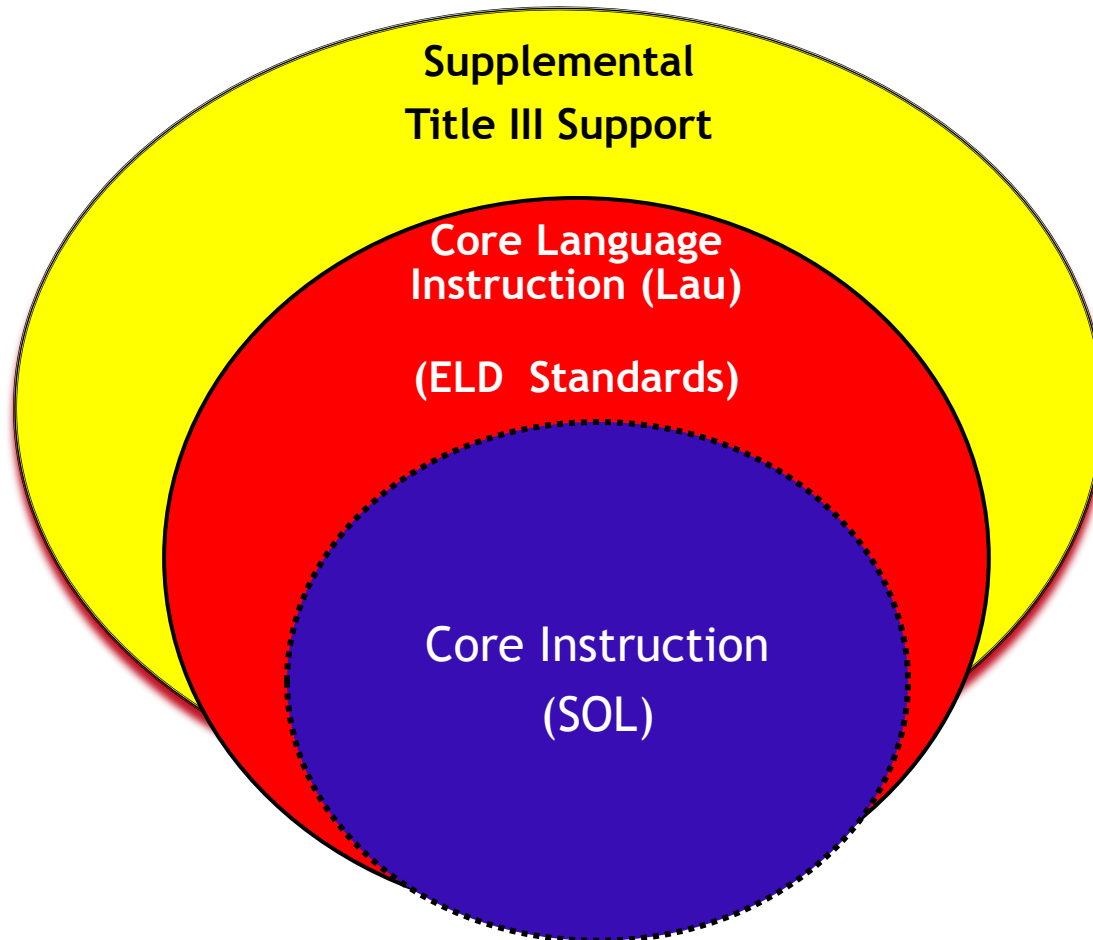
Cohort IV Focus Schools

(ELL count based upon spring 2015 ACCESS for ELLs testing)

School Division	Title III Coordinator (entered in ERA)	Cohort IV	Number of ELLs (based upon spring ELP Assessment)
Madison County	Tina Weaver	Madison Primary	*
Madison County	Tina Weaver	Waverly Yowell Elementary	*
Nelson County	Sandra McKenzie	Tye River Elementary	*
Petersburg City	Shawnrell Blackwell	Robert E. Lee Elementary	43
Powhatan County	Sandra Lynch	Pocahontas Elementary	*
Prince William County	Janine Sadki	Kerrydale Elementary	190
Richmond City	Trudy Watkins	Armstrong High	*
Richmond City	Trudy Watkins	Bellevue Elementary	*
Richmond City	Trudy Watkins	Chimborazo Elementary	*
Richmond City	Trudy Watkins	George Mason Elementary	*
Richmond City	Trudy Watkins	J.L. Francis Elementary	150
Westmoreland County	Cathy Rice	Washington District Elementary	38

* = Number of students tested was less than 10

Step 2: Understand Core Instruction, Core Language Instruction, and Supplemental Support



Examples of Language Instructional Education Programs (LIEPs)

1. Pull-out ESL Model
2. Structured English Immersion Model
3. Sheltered English Instruction Model

Note: **Collaboration** between ESL and mainstream teachers is necessary.

Step 3: Incorporate English Language Development (ELD) Standards into Classroom Instruction



ELD Standards



Social &
Instructional
Language



Language of
Language
Arts



Language of
Mathematics



Language of
Science



Language of
Social
Studies

Academic Language

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Sample English Instructional Strand

SOL 11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

ELD Standard 1: Social and Instructional language ELD Standard 2: The language of Language Arts				
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listen to and match media samples to specific purposes using visuals and a bilingual dictionary and working with a partner	Listen to and label media samples with a specific purpose using a word bank and bilingual dictionary and working with a partner	Listen to and categorize media samples by specific purpose working with a partner	Listen to, identify, and discuss how characteristics of media samples relate to a specific purpose working with a partner	Listen to and compare and contrast by purpose the characteristics of media samples working with a partner

Language develops across different levels of language proficiency.

Sample Mathematics Instructional Strand

SOL. 5.12 The student will classify

- a) angles as right, acute, obtuse, or straight; and
- b) triangles as right, acute, obtuse, equilateral, scalene, or isosceles.

ELD Standard 1: Social and Instructional Language

ELD Standard 2: The language of Language Arts

ELD Standard 3: The language of Mathematics

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Ask and answer yes/no questions related to types of angles using teacher oral scaffolding and visual supports	Ask and answer simple questions related to types of angles using sentence frames and visual supports	Describe the relationship between types of angles using a word bank and visual support	Describe the relationships among multiple angles using visual support	Explain how to classify angles with and without visual support

Language develops across different levels of language proficiency.

Instructional Resources for ELLs

Enhanced Scope and Sequence Sample Lesson Plans
Strand - Writing SOL 1.13, 2.12

Strategies for Differentiation

- **Pre-teach content vocabulary**—e.g., *energy, nutrients, oxygen, shelter, survive, adapt*.
- Introductory Lesson: Using an **interactive whiteboard**, pre-teach students adjectives using pictures. **Post pictures** of different vocabulary words. Ask students to **describe the pictures** one at a time. **Write a phrase** for students to see. Explain the role of the adjective as a describing word, for example, the *furry* chipmunks. Have students point to the fur. Continue using the vocabulary of the lesson. (This lesson can also be adapted using magazines and other pictures.)
- **Have sentences written out for students with a blank for the missing adjectives**. Distribute pictures that correlate to the sentences.
- **Show model** of a paragraph with details. Have students identify the details by **highlighting** them.

Instructional Resources for ELLs

Enhanced Scope and Sequence Sample Lesson Plan Geometry --Three Dimensional Figures (SOL G14, G7, G13)

Strategies for Differentiation

- When instruction is presented orally, **provide a visual component** to support the activity sheet. Use colored markers or chalk, transparencies or slides to **present the information in small chunks. Provide a visual for each piece of oral information.**
- Have students **build the figures** in Activity Sheet 1 using cubes **before drawing them** and completing the tables.
- **Use isometric graph paper** to help students visualize the three-dimensional component.
- Use colors to mark corresponding parts.
- **Put proportions into words, like analogies,** such as

$$\frac{\text{radius}}{\text{volume}} = \frac{\text{radius}}{\text{volume}} \text{ or } \frac{\text{small}}{\text{small}} = \frac{\text{medium}}{\text{medium}} = \frac{\text{large}}{\text{large}} .$$

- Have students use the rules $\frac{\text{small}}{\text{big}} = \frac{\text{small}}{\text{big}}$ and $\frac{\text{big}}{\text{small}} = \frac{\text{big}}{\text{small}}$.

Additional tools to guide educators when designing and implementing instructional lessons for ELLs



CAN DO Descriptors

- Provide teachers with information about the language students are able to understand and produce in the classroom within the five ELD standards.
- Available for the following grade-level clusters:

PreK-K

Grades 1-2

Grades 3-5

Grades 6-8

Grades 9-12



Performance Definitions (Two Sets)

- **Receptive language (listening and reading)**
Represents how ELLs process language to comprehend information, ideas, or concepts in either oral or written communication.
- **Productive language (speaking and writing)**
Shows how students use language to express information, ideas, or concepts in either oral or written communication.

WIDA Web Site

(www.wida.us)



The screenshot shows the WIDA website homepage. At the top left is the WIDA logo with the tagline "World-Class Instructional Design and Assessment". To the right of the logo are social media icons for LinkedIn, Twitter, and Facebook, followed by a search bar and a "SEARCH" button. Below the logo is a navigation menu with links: ABOUT US, STANDARDS & INSTRUCTION, ASSESSMENT, PROFESSIONAL DEVELOPMENT, RESEARCH, and CONSORTIUM. The main content area features a large banner with the headline "Enhancing opportunities for language learners" and a subtext: "WIDA supports academic language development for linguistically diverse students through its high quality standards, assessments, research, and professional development for educators." Below the subtext is a green "LEARN MORE" button. To the right of the banner is a login section with fields for "Username:" and "Password:", a "Learn more" link, a "Forgot Password" link, and a "LOG IN" button. A red arrow points from the "DOWNLOAD LIBRARY" button, which is circled in red, to the login section. Below the login section are two buttons: "DOWNLOAD LIBRARY" (with subtext "PDFs, PPTs, videos and more") and "ONLINE STORE". Below the "ONLINE STORE" button is an image of a box labeled "WIDA MODEL" and several colorful cards. At the bottom of the page are three icons: a blue book icon labeled "CAN DO", a globe icon with hands, and a map of the United States. To the right of these icons is a "LATEST NEWS" section with a "MORE NEWS ►" link. The news text states: "The ACCESS for ELLs Test Administration Manuals and Training Toolkit for 2011-12 have been updated in the training course. [Login](#) to download the files."

WIDA™ World-Class Instructional Design and Assessment

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WIDA supports academic language development for linguistically diverse students through its high quality standards, assessments, research, and professional development for educators.

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ONLINE STORE

LATEST NEWS [MORE NEWS ►](#)

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Additional Resources to Support Instruction for ELLs

- Colorín Colorado: www.colorincolorado.org
- eMediaVA: www.emediava.org
- English Learner Toolkit:
<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>
- Teacher Direct:
http://www.doe.virginia.gov/testing/teacher_direct/index.shtml
- Teaching Channel: <https://www.teachingchannel.org>
- VDOE ESL Web Page:
<http://www.doe.virginia.gov/instruction/esl/index.shtml>

Step 4: Develop a Culturally Responsive Classroom



Five Ways to Develop a Culturally Responsive Classroom

1. Commit to knowing your students well;
2. No matter the subject matter, build on your students' life experiences;
3. Create a classroom learning community;
4. Hold high academic standards and expectations for all of your students; and
5. Understand that each person in the classroom brings his/her own life experiences, including you.



Cultural Resources

Culture Grams is an interactive Web site with information about over 200 countries of the world: <http://online.culturegrams.com>

*The **World Factbook*** provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities: <https://www.cia.gov/library/publications/the-world-factbook/>

Ethnologue: Languages of the World is a searchable database of language resources: www.ethnologue.com

Cultural Portraits provides a framework for developing cultural proficiency: www.BBCultures.com

Step 5: Ensure ongoing support for ELL success



Increase the Number of ESL Certified Teachers

- Recruit certified ESL teachers
- Groom existing staff to receive ESL certification in a “grow your own” initiative
- Provide online courses to support certification efforts

[ESL Teacher Endorsement Requirements](#)

[Institutes of Higher Education \(IHEs\) with Pre-K ESL Endorsement Offering:](#)
reference page 3

Offer Professional Development



Virginia Department of Education

2015 Professional Development Support

- English Language Development Standards: Customizing Instruction for English Language Learners Training
- English Language Development Standards-Based Lesson Planning for ELLs Training
- Expediting Comprehension for English Language Learners (ExC-ELL)101
- ExC-ELL for Instructional Leaders
- Accommodations for Limited English Proficient Students
- ACCESS 2.0
- Parents as Educational Partners (PEP)
- Statewide Consortium Conference

Suggested Texts for Book Talks

Text Title	Author	Publisher/ISBN
<i>Advocating for English Learners: A Guide for Educators</i>	Diane Staehr Fenner	Corwin 978-1-4522-5763-3
<i>Breaking Through: Effective Instruction and Instruction for Reaching English Learners</i>	Margarita Calderon (Editor)	Solution Tree Press 978-1-936765-36-2
<i>Classroom Instruction that Works with English Language Learners, 2nd Edition</i>	Jane D. Hill	ASCD 978-1-4166-1630-6
<i>Evaluating ALL Teachers of English Learners and Students with Disabilities</i>	Diane Staehr Fenner	Corwin 1-4833-5857-4
<i>Preventing Long-Term ELs</i>	Margarita Calderon	Corwin 978-1-4129-7416-5

Promote Family and Community Involvement



Samples of Parent and Community Partnerships

- Virginia Hispanic Chamber of Commerce (VAHCC):
Passport for Success
- Local Social Services Organizations
- Catholic Charities
- Adult ELL Education Programs
- Churches
- [The School Community Network](#)
- Others?

Step 6: As part of the annual ESL program evaluation, instructional services should be reviewed

A Diagnostic Tool for Taking your Program's Pulse

http://www.doe.virginia.gov/federal_programs/esea/title3/accountability/diagnostic_tool_taking_our_program_pulse.pdf

Reflection of **Six** Steps

Step 1: Know Your Students

Step 2: Understand Core Instruction, Core Language Instruction, and Supplemental Support

Step 3: Incorporate English Language Development (ELD) Standards into Classroom Instruction

Refection of **Six** Steps (continued)

Step 4: Develop a Culturally Responsive Classroom

Step 5: Ensure ongoing support for ELL success

Step 6: As part of the annual ESL program evaluation, instructional services should be reviewed



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